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WHAT COUNTS?
Disadvantaged children who embrace the values of the "Protestant work ethic" and regularly attend religious services perform better in school than their peers who do not, an unpublished study commissioned by the Education Department has concluded.

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WHO COUNTS?
American students' mathematics skills lag behind those of students in most other industrialized nations, according to previously unavailable data from an international study published in the Education Department's new booklet, "What Works."

See Page 11.

LEAN ACCOUNTS
A survey of state budget officers indicates that state governments, after a year of significant increases in spending and healthy year-end balances, are again tightening their fiscal belts in anticipation of federal budget cuts and uneven economic conditions.

See Page 5.

EDUCATION WEEK

American Education's Newspaper of Record Volume V, Number 27 · March 19, 1986

© 1986 Editorial Projects in Education

Secretary's Grants Finance Efforts To Boost '3 C's'

Awards Emphasize Choice And Parent Involvement

By James Hertling

WASHINGTON—Projects promoting parental involvement, studies of students' "character development," and activities supporting education vouchers are among the recipients of more than $2.5 million in grants awarded by Secretary of Education William J. Bennett.

The winners were selected in the Secretary's discretionary-grant competition, announced last June, to support the "three C's"—content, character, and choice—which are the Secretary's top priorities. The eclectic list of recipients—which includes school districts, universities, community groups, and public-policy organizations—was made available last week, although the Education Department made no formal announcement.

The grant winners include ideological allies of the Reagan Administration such as

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'Not Immune to Shortages'

Independent Schools Are Worrying About Teachers

By Blake Rodman

ATLANTA—A chemist from the Northeast, tired of her job in industry and seeking a new career as a teacher, traveled here this month to meet with potential employers at a conference of independent-school educators.

Three days later, as she sat in an airport bus smiling, she shook her head in amazement. "It's incredible," she said. With virtually no teaching experience, she had been interviewed by 14 school leaders during the meeting and received six on-the-spot job offers.

Her whirlwind recruitment underscored a topic of concern for many attending the annual meeting of the National Association of Independent Schools here: the tightening competition for teachers.

With an advanced degree in her subject area, independent means of support, and a willingness to live on campus and be involved in extracurricular activities, the chemist had been typical of the individuals independent schools have long

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COURTESY OF THE SIDWELL FRIENDS SCHOOL

The 'lifelong' independent-school teacher is a vanishing breed, say officials. Above, teacher at Sidwell Friends School in Washington.

Ex-Teachers Find New Professions More Satisfying

Most Report It's Unlikely They'll Return to Schools

By Blake Rodman

An overwhelming majority of ex-teachers polled in a new national survey say they have found higher salaries and greater job satisfaction, and are unlikely to return to teaching.

The study, conducted by Louis Harris & Associates for the Metropolitan Life Insurance Company, is the first such nationwide poll of teachers who have recently left the profession.

Eighty-three percent of the former teachers surveyed said they were unlikely to return to teaching, while the remaining 17 percent said they might.

Twenty-one percent said "nothing" could entice them back.

The findings may be grim news for education leaders in states facing teacher shortages, who have said they hope to recruit ex-teachers back to the classroom to avoid hiring untrained personnel. Until now, there has been no national information available on whether former teachers are interested in returning to public schools.

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9 California Districts Tentatively Approve Integration Plan

By Robert Rudy
Special to Education Week

REDWOOD CITY, CALIF.—Nine suburban school districts in northern California are on the verge of approving a landmark cross-district desegregation plan that could end a case that has languished in state courts for nearly a decade.

The nine districts, located about 30 miles south of San Francisco, have tentatively approved a voluntary plan that will allow a limited number of black and Hispanic elementary-school students from East Palo Alto to transfer into schools that are not only predominantly white but among the highest-scoring in the state.

And in an element that appears to be the first of its kind in a desegregation case, the plan also includes a provision designed to entice minority children attending private schools in East Palo Alto to transfer into the

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Direct-Mail Fundraising Pitches Stress Threat to English

Conservative Groups Take Aim at Federal Bilingual Programs

By James Crawford

A state-of-the-art fundraising message, including a genuine Mexican peso and multilingual postcards pre-addressed to members of the Congress, will be delivered to 250,000 American homes this month.

"I know the peso is worthless in the U.S.," the message begins. "But I enclosed it to make an important point about a billion-dollar U.S.-government program that's worthless, too. It's called the Bilingual Education Act."

The letter calls for "repeal" of this "federal handout . . . the biggest government-subsidized flop of all time." It is signed by Dan C. Alexander Jr., former president of the Mobile, Ala., school board and now head of Save Our Schools, a conservative lobbying group.

This appeal—produced by Richard Viguerie, the conservative Republican fundraiser—is one of several recent broadsides aimed at bilingual instruction from outside the education community.

"Prolonged bilingual education in public schools . . . threatens to divide us along language lines," warns former U.S. Senator S. I. Hayakawa in another fundraising letter, for U.S. English, a group he launched in 1983 to promote a constitutional amendment designating English as the nation's official language.

And a recent paper supporting that initiative, published by the Council for Inter-American Security, links bilingual education to Hispanic "separatism," "cultural apartheid," and the potential for "terrorism in the U.S." The author, R. E. "Rusty" Butler, asserts that "bilingual education . . . has national security implications."

Mr. Butler, who was in private business in Idaho at the time the article was written in 1984, now serves as press secretary to U.S. Senator Steven D. Symms of Idaho. He

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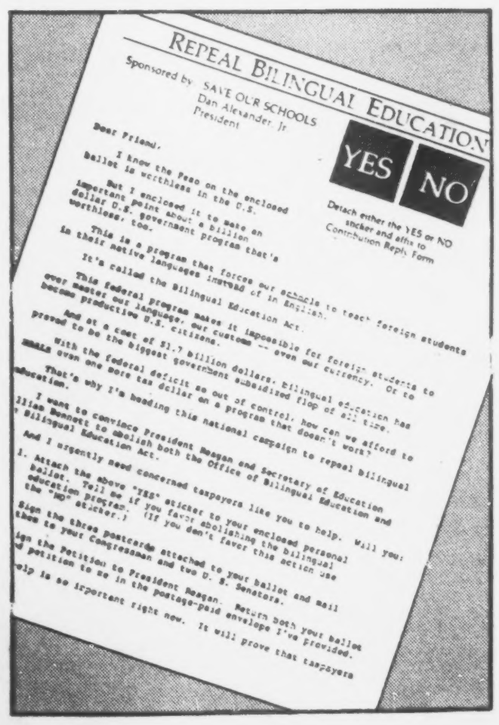
REPEAL BILINGUAL EDUCATION

Sponsored by SAVE OUR SCHOOLS
Dan Alexander, Jr.
President

YES NO

Detach either the YES or NO sticker and affix to Constitution Repl. Form

Dear Friend:

I know the Peso on the enclosed ballot is worthless in the U.S.

But I enclosed it to make an important point about a billion dollar U.S. government program that's worthless, too.

This is a program that forces our schools to teach foreign students in their native language instead of in English.

It's called the Bilingual Education Act.

This federal program makes it impossible for foreign students to master our language, our customs — even our currency. Or to become productive U.S. citizens.

And at a cost of $3.7 billion dollars, bilingual education has proved to be the biggest government subsidized flop of all time.

With the federal deficit so out of control, how can we afford to spend even one more tax dollar on a program that doesn't work?

That's why I'm heading this national campaign to repeal Bilingual Education.

I want to convince President Reagan and Secretary of Education Bennett to abolish both the Office of Bilingual Education and Bilingual Education Act.

And I urgently need concerned taxpayers like you to help. Will you?

1. Attach the above "YES" sticker to your enclosed personal ballot. Tell me if you favor abolishing the bilingual education program. (If you don't favor this action use the "NO" sticker.)

Sign the three postcards attached to your ballot and mail them to your Congressman and two U. S. Senators.

Sign the Petition to President Reagan. Return both your ballot and petition to me in the postage-paid envelope I've provided.

Your help is so important right now. It will prove that taxpayers

IN SUMMARY

View From the Classroom
The states should return decisionmaking power to schools and teachers, argued teachers attending a national forum sponsored by the Education Commission of the States. **Story on Page 4.**

Will Technology 'Transform' Education?
A national task force commissioned by former U.S. Secretary of Education Terrel H. Bell calls for a major effort to "transform" instruction by using technology in new ways. **Story on Page 8.**

A Bipartisan Bill With Prospects
Two education leaders in the House are planning a new initiative promoting effective schools and adult literacy, to be financed with money from existing federal programs. **Story on Page 9.**

Jeopardizing Children's Health?
The Gramm-Rudman-Hollings law has eliminated funds for vaccinating 65,000 children this year and may affect 400,000 children next year, a House subcommittee chairman says. **Story on Page 9.**

'Initial Values Affect Performance'
An Education Department study has concluded that disadvantaged students who embrace the values of the "Protestant work ethic" make higher grades in school than do peers who do not. **Story on Page 10.**

Focus on the Family
The chairman of a new White House task force on the family, Undersecretary of Education Gary L. Bauer, says he believes welfare programs have helped undermine poor families. **Story on Page 10.**

Responding to 'What Works'
Citing the popular response to "What Works," Secretary of Education William J. Bennett has charged that the booklet's critics are out of touch with "your average Joe." **Story on Page 10.**

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THE WEEK

FEDERAL

Laws on Runaways Should be Amended, Report Recommends

State and local governments should enact stiffer laws to allow law-enforcement agencies to take runaway children into custody, recommends a report issued this month by a Justice Department advisory panel.

Children "do not have a right to freedom from custody," states the report to Attorney General Edwin Meese 3rd. The report was compiled by the Advisory Board on Missing Children, a nine-member panel of parents, police officials, and legal and psychiatric experts headed by Mayor Donna Owens of Toledo, Ohio.

The report charges that the public's attitude toward protecting runaways became more lax in 1974, when, in response to complaints about the jailing of runaway children, the Congress passed the Juvenile Justice and Delinquency Prevention Act. The law did not require runaways to be "controlled, treated, or protected," the report states.

Such an attitude "unintentionally created a situation that endangers our children," it charges.

The report also recommends that state and local laws be changed to give juvenile courts authority to detain such children pending appropriate placement.

Former Principal Agrees To Repay Embezzled Funds

The former principal of a Defense Department dependents' school in Pusan, South Korea, has agreed to repay the federal government more than $550,000 following his decision last December to plead guilty to charges of embezzlement, tax evasion, and making a false statement under oath.

According to the Justice Department, a consent decree settling a civil fraud suit against Chester J. Karpowicz of Warren, Mich., was filed in U.S. District Court in Detroit last week.

The government's civil complaint, filed in June 1984, charged that Mr. Karpowicz embezzled more than half a million dollars during his tenure as principal of the Pusan American School, which is attended by military dependents and other American children. Mr. Karpowicz could receive a maximum penalty of 20 years in prison and $70,000 in fines on the criminal felony charges against him in the case. His sentencing has been scheduled for March 27.

Under the terms of the consent decree, Mr. Karpowicz agreed to transfer to the government his bank accounts, stock, real-estate interests, and other assets that he purchased with the embezzled funds.

E.D. Proposes New Rules for Magnet-School Aid

The Education Department last week proposed new regulations for its $72-million magnet-school aid program, deleting the prohibition on the use of the money to promote "secular humanism" but further limiting the way districts may spend it.

The changes follow amendments in the law approved by the Congress last November. The new regulations, along with the department's announcement that the funds are available for continuation grants for next year, were contained in the March 10 *Federal Register*. The deadline for applications is May 2.

Under the new rules, federal magnet-school money—authorized by Title VII of the Education for Economic Security Act—must be used exclusively to finance the following: promotional and planning activities for magnet schools; the acquisition and maintenance of books and equipment for magnet-school programs; or the payment or subsidy of magnet-school personnel.

For further information or to comment on the proposed rules, contact: M. Patricia Goins, Division of Educational Support, Education Department, Room 2023, 400 Maryland Ave., S.W., Washington, D.C. 20202.

DISTRICTS

Pre-K Program Should Admit All, District Parents Say

Parents in the Lawrence, N.Y., school district are demanding that a pre-kindergarten program, currently restricted to 90 disadvantaged children, be opened to include all children.

"A small number of parents are interested in extending it to everyone," said Alvin Baron, superintendent of Lawrence schools. "It is not clear whether the entire community is interested in funding it."

Mr. Baron said the program receives $350,000 annually from the state, and the district pays an additional $40,000. He said expanding the program would increase enrollment by almost 200 percent and cost an additional $500,000 the first year and $250,000 each subsequent year.

The program, which began 15 years ago, provides instruction to qualified 4-year-olds who are selected by a district committee. To be eligible, a child must meet one of several criteria: He or she must either come from a single-parent family; have a family income below a certain level; come from a family in which English is not the primary language; have learning disabilities; or have emotional difficulties.

Mr. Baron noted that a child from an affluent family could qualify if, for example, the child had a learning disability.

But parents whose children have been turned down for admission complain that the criteria are too restrictive and are inconsistent. Further, they argue, the number of families who need daytime attention for their children but cannot afford private preschools is growing.

School Committee Approves Goals For Boston Schools

The Boston School Committee has approved a 16-point improvement plan, ranging from better instruction in core academic subjects to improved guidance and counseling services, extended early-childhood-education programs, and special programs for potential dropouts.

The plan, developed by the school department, also calls for a new student-assignment process that could "improve school integration by [increasing] parent and student program choice"—a change strongly recommended by a parents' group last month. Student assignments in Boston have been set by the federal courts for more than 10 years as the result of a desegregation order.

Although officials said they did not know how much the improvements would cost, Laval S. Wilson, the district superintendent, said their influence would be felt in his proposed fiscal 1987 budget. He said he would set up task forces to recommend specific policy options in each of the 16 areas.

"These 16 issues are those I feel need high-priority attention, careful long-range planning, and extra resources over the next few years," Mr. Wilson said in presenting the so-called Boston Education Plan to the school committee last week.

Mr. Wilson laid the groundwork for the plan in a series of community forums he held shortly after he took over as superintendent last year. And some 6,000 questionnaires were distributed to various constituencies of the school system, asking for a list of top priorities for improvement.

Students Charged In Attempt To Poison School Official

Three St. Paul 8th graders have been charged with attempting to poison their assistant principal by

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Graduate School of Education

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Enrollment will be limited to approximately 100 school leaders — predominantly principals — with some space available for assistant principals, guidance counselors, curriculum coordinators, department chairpersons and teachers.

Tuition for the 11-day Institute is $1,275. This includes one meal a day, all materials and library privileges.

For more information and application materials, write:

The Principals' Center Summer Institute
339B Gutman Library
6 Appian Way
Cambridge, MA 02138

or call: (617) 495-3572

Application deadline: April 10, 1986

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E.D. School-Computer Study Completed

By William Snider

FORT WORTH—By the next decade, computer-based instruction could "transform" public education by making it responsive to the needs of individual students, a task force on technology in education argues in a report to the Education Department.

But to reach that point will require massive planning and cooperation at all levels of government and the active participation of private industry, according to Sylvia Charp, a member of the National Task Force on Educational Technology who presented its findings here last week at the third annual National Conference on Education and Technology.

The task force's report includes a recommendation that the federal government assume a leadership role by "establish[ing] or designat[ing] an agency equivalent to the National Science Foundation or the National Institutes of Health to support peer-reviewed research and development" into the appropriate uses of technology in education, said Ms. Charp, who is editor-in-chief of *T.H.E.* [for Technological Horizons in Education] *Journal*.

The 25-member federally supported task force was appointed by former Secretary of Education Terrel H. Bell in 1984 to examine emerging technologies in education and assess their potential usefulness. The panel was chaired by William Ridley, former vice president of the Control Data Corporation, and included a broad sampling of leaders from both education and information-technology industries.

A final draft of the completed report has been submitted to the task force's staff at the Education Department for retyping, according to Mr. Ridley. He said he expects the report will be submitted to Secretary of Education William J. Bennett no later than this week, although department staff members unconnected with the report said they anticipate that it will be several weeks before it is completed.

Bennett's Support Uncertain

At the task force's first meeting in November 1984, Mr. Bell asked the group, which he called "the most significant one that we've ever called together," to prepare a report that will convey its message "so powerfully and eloquently that there will be attention paid to it." *(See Education Week, Nov. 7, 1984, and Aug. 21, 1985.)*

But educators attending last week's conference, which was sponsored by the University of Texas College of Education and the Tandy Corporation/Radio Shack Education Division, expressed skepticism that Mr. Bennett would support a report that was initiated by his predecessor and does not fit in with his established priorities.

James A. Mecklenburger, director of the National School Boards Association's Institute for the Transfer of Technology to Education and a participant in a panel discussion on the report, presented some anecdotal evidence and predictions about the report's reception at the Education Department.

He said he had asked Chester E. Finn Jr., assistant secretary for educational research and improvement, to address the first meeting of a group of school administrators organized by the I.T.T.E.

"He looked at the topic, 'Does the U.S. Department of Education give a fig about technology?' and he said: 'The answer is no, so why should I go to Las Vegas,' " Mr. Mecklenburger said.

"I tell you that story because the history of this task force and the history of the report and the impact of the report are all tied up in politics," he said. The substance of the report might be subject to debate, he added, but it is the only national platform that has been developed to date.

"I think the jury is out as to whether in any official fashion this report will see the light of day," Mr. Mecklenberger continued. "If it sees the light of day, I think the likelihood is that it will be perfunctory, because it clearly does not fit into Mr. Bennett's agenda, or the agenda that he's been serving."

But James Bencivenga, director of information services for Mr. Finn's office, said last week that the department "certainly is interested in technology," as demonstrated by its financial support of several research and dissemination centers that focus on educational technology.

"There are 42 irons in the air and this is probably 39th," he said of the task force's report.

'General' Recommendations

"We have no idea how this will be received," Ms. Charp said, "because I'm sure you have read, as I have, that [Mr. Bennett's] interest in technology is not the greatest, but nevertheless, we hope that the recommendations we have will be of enough general interest that he will have to work on them, and to discuss them."

The recommendations in the report are intended only as general guidelines, she said, because the specific planning and implementation must be carried out by decision-makers at state and local levels.

The panel's specific recommendations will not be available until the report is made public, but Ms. Charp outlined some of the steps members agreed needed to be taken to successfully utilize educational technologies.

The primary vehicle for exploring the usefulness of information-age technologies should be demonstration schools in each state at the elementary, junior-high, and high-school levels, she said, beginning with the 1st grade in each level and expanding by one grade per year.

"The schools should be financed under existing mechanisms," she said, "except that some additional resources will be needed to get started and to ensure rapid progress. The task force is being realistic in knowing that a lot more money isn't going to go into this, but how do you use your present resources differently?"

"The planning should involve the teachers, administrators, colleges of education, parents, legislators, state education officials, and the information-technology industry," she said. "We cannot leave the private sector out of this if we want to have total comprehensive planning."

Such model schools, she said, "will eventually lead to the transforming of education and not the reforming—going in and infusing a lot more technology—which may in the short term be a solution, but will not be a solution in the long term."

"The promise of technology, in our conclusion, is that we can manage and deliver learning geared to the needs of each individual," Ms. Charp continued. "We do know that we must create a system in which an individual learning plan does permit each learner to proceed at a rate and pace that is challenging and achievable but makes no unjust comparisons with the progress of others."

The task force believes that the current education system is not "adequate to deal with the needs of society that have emerged during the past two decades," she said. "Though the cost [of educational technology] may be higher in the short term, and perhaps even in the long term, the cost will have to be met if education is going to serve the needs of society."

School Boards Rank Concerns

Lack of financial support for schools continues to top school-board members' list of management concerns, the *American School Board Journal*'s annual survey has found.

But the proportion of those polled who put such concerns at the top of their list dropped in 1985 to the lowest level in three years—to about 55 percent from above 60 percent.

Similarly, while declining enrollment was ranked second among the top three concerns noted by the school-board members polled, the proportion seeing it as a top worry also declined for the third straight year—to 34 percent from 50 percent.

But new concerns also emerged as significant in the 1985 poll, described in the January issue of the magazine. Collective bargaining was cited as a top concern by 29 percent of those polled—up from 9 percent last year. Management and leadership issues were cited by 26 percent—up from 4.5 percent.

School-board members for the first time cited "teacher relations" in a catchall "other" category of concerns, noting their worries over both rewarding top teachers and removing unprofessional ones.

The portrait of board membership painted by the poll suggests a drop in the participation of women and minorities in 1985. Although the proportion of black school-board members in most regions grew slightly, the proportion of Hispanics dropped, as did that of women—from 38.3 percent to 36.1 percent. About 14 of every 15 school-board members in 1985 were white males, up from 9 of 10 the previous year.

Here are the top school-board concerns, ranked by the percentage of those polled who cited them as among their leading three concerns:

Lack of financial support	54.6
Declining enrollment	33.7
Collective bargaining	29.3
Parents' lack of interest	27.5
Management/leadership	25.7
Finding good teachers	20.3
Use of drugs	15.9
Teachers' lack of interest	13.1
Large schools/overcrowding	8.9
Lack of discipline	8.4
Poor curriculum/standards	8.1
Pupils' lack of interest/truancy	7.2
Integration/busing	2.9
Crime/vandalism	2.2

U.S. Students at Bottom in International Math Study, Data Show

By Robert Rothman and Alina Tugend

WASHINGTON—In its "What Works" booklet, the Education Department this month published previously unavailable data from an international study of mathematics indicating that American students lag behind those of most other industrialized nations in math skills.

The data show results from the Second International Mathematics Study, a 20-nation survey conducted in 1981-82 of 8th- and 12th-grade mathematics students.

Although preliminary reports of the study were released in 1984, the Education Department report, for the first time, showed how the performance of American students compared with those of students from other nations. *(See Education Week, May 16, 1984.)*

Kenneth J. Travers, professor of mathematics education at the University of Illinois and chairman of the group that conducted the American component of the study, last week was unavailable for comment on the new international comparisons.

Although 20 nations participated in the study, "What Works" left out results from most of the developing nations, in part because the department "had doubts about the data," according to Larry Suter, a demographer for the department's Center for Statistics.

Test Results

According to the tables in "What Works," U.S. 8th graders received an average score of 48 percent, ranking 12th among 14 industrialized nations. Japan, with an average score of 62 percent, ranked first.

For 12th graders, the report showed that U.S. students received an average score of 52 percent in algebra and calculus, ranking 12th among 12 industrialized nations. Japanese students again ranked first, with an average score of 66 percent.

Other countries ranking ahead of the United States in 8th-grade scores included: the Netherlands, France, Belgium (Flemish- and French-speaking pupils were tested separately), Hungary, Canada (the provinces of British Columbia and Ontario were tested separately), Scotland, England and Wales, and Finland.

New Zealand and Sweden ranked below the United States on the basis of the student scores.

France and the Netherlands are not included in the department's graph of 12th-grade scores. Students from all of the other industrialized nations ranked above the American 12th graders.

The data came from a sample of 6,648 students tested in 280 American classrooms in 1981-82. The first international mathematics study was conducted in 1964.

'Worst-Case Scenario'

Joseph Crosswhite, president of the National Council of Teachers of Mathematics, called the Education Department's charts a "worst-case-scenario kind of way" to present the data. He noted, for example, that they omitted figures from several nations, such as Swaziland, Nigeria, and Thailand, that ranked below the United States.

However, he added, "It's not inaccurate. It is a perfectly legitimate way of reporting the data. It's just the tip of the iceberg."

But Mr. Suter said the data are realistic. "Do we really want to say we are only better than Swaziland?" he asked.

Release Delayed

Mr. Suter denied that political considerations were a factor in the department's delayed release of the data, saying the study had been held up by "purists" within the department who did not consider it statistically sound.

Mr. Suter said, however, that although the quality of the data is lower than that in other studies, it was important for the information to be released because no other similar data exist.

"It's unique data," he said. "If there's any bias at all, it's in testing smarter kids rather than dumber kids."

Mr. Suter also attributed the delay, in part, to an agreement among all nations participating in the study that no country would release the data for another country. At an international meeting last August, that ban was lifted, effective last Nov. 1.

Scores 'Appalling'

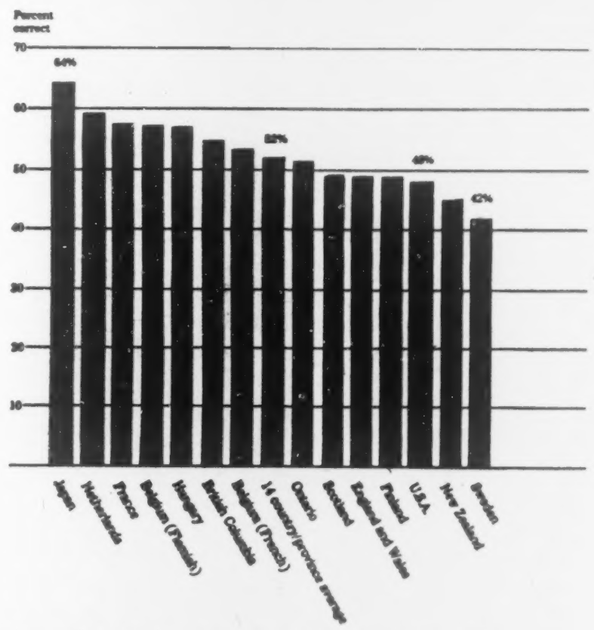
Mr. Suter said the department agreed to include the two graphs in "What Works" because the poor showing of the United States in the international mathematics testing "seemed to make the case that the whole report was trying to make."

Herbert Walberg, a professor at the University of Illinois and one of the advocates for including the graphs in "What Works," said that it is "immensely important to recognize that the scores came from 1981-82 and they have gotten a little better."

Nonetheless, he called the results "appalling" and an indication that "we have a long way to go to bring our students up to par with other developed nations."

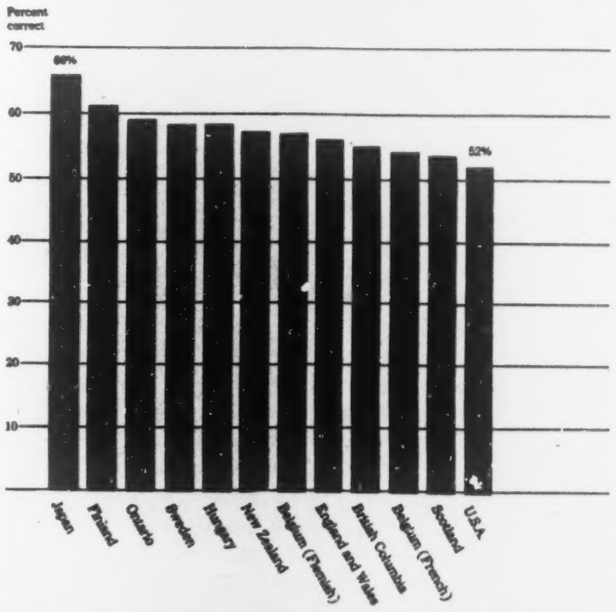
Similarly, Mr. Crosswhite said, "It is important for the public to know that we are in this condition."

Average Mathematics Score for Students in the Eighth Grade: 1981-82



SOURCE: U.S. Department of Education, National Center for Education Statistics. (1985). Second International Mathematics Study.

Score in Algebra and Calculus for Top 5 Percent of 12th Graders: 1981-82



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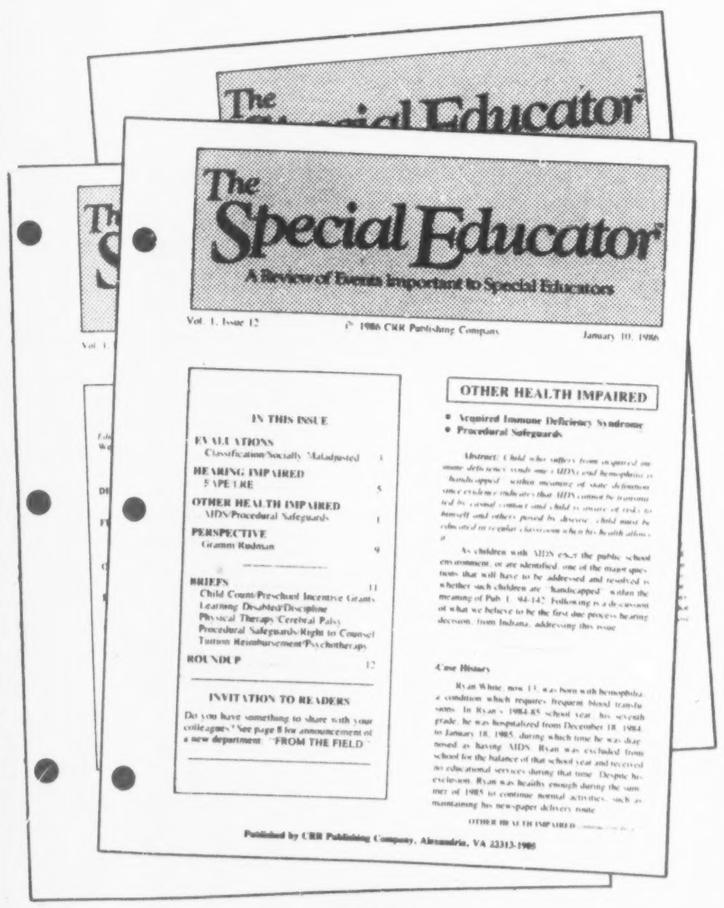

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